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HOW TO USE THIS BOOK

Achieving language literacy is a major benchmark in the education of every student in today's classrooms. Without reading, writing, speaking and listening literacy the process of learning becomes increasingly difficult and the limits placed on academic achievement become more entrenched and solidified each year.

In the information saturated and technology dependent world of today, it is especially important for children to gain and be able to make meaningful use of the skills associated with language literacy at an early age. Success in content-based studies such as Maths, Social Studies and Science, and even in enrichment fields including Art, Music and Literature are highly dependent on language literacy proficiency. With strong language skills, a student's academic future has fewer bounds and individual goals, expectancies and dreams stand a better chance of being realised. It was with respect for the importance of achieving a high level of language literacy for every student that the *Language Literacy Lessons Series* was developed.

The purpose of *Language Literacy Lessons: Words & Vocabulary* is to help students achieve the desired literacy milestone through reinforcement of key language skills. The activities in this book have all been designed to provide student practice of essential words and vocabulary skills. A skills checklist on page 8 details the skills covered. This skills checklist has been carefully gleaned from attention to research related to language.

Through the use of the lessons in this book, students will be advancing individual language literacy skills while working toward literacy benchmarks! For help in lesson planning, an easy-to-use matrix on pages 6 and 7 presents language outcomes for each lesson in the book.

Not only are the activities correlated to essential literacy skills they are imaginative and their open-ended nature will prove to be engaging and of high-interest to students. Student creativity is tapped through intriguing situations to write about, interesting characters to read about, and captivating illustrations to inspire thoughtful student responses.

As language literacy skills improve, increased levels of overall school success will be readily apparent. Language literacy enables students to set achievable goals to go wherever their interests take them and to embark joyfully on a lifelong journey of learning!

LANGUAGE OUTCOMES MATRIX

OUTCOMES

ACTIVITY PAGE

<p>Students read a wide range of print and nonprint text to build an understanding of texts, of themselves and of the cultures of and the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfilment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>	<p>21, 25, 28, 51, 55, 73</p>
<p>Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.</p>	<p>17, 35, 52, 53, 69, 70</p>
<p>Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).</p>	<p>16, 26, 38, 39, 56, 57</p>
<p>Students adjust their use of spoken, written and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p>	<p>11, 12, 13, 30, 67</p>
<p>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>	<p>36, 43, 61, 62, 58</p>
<p>Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.</p>	<p>14, 19, 32, 44, 50</p>

LANGUAGE OUTCOMES MATRIX

OUTCOMES

ACTIVITY PAGE

<p>Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesise data from a variety of sources (e.g. print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p>	<p>18, 20, 22, 27, 33, 58, 63</p>
<p>Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesise information and to create and communicate knowledge.</p>	<p>10, 23, 34, 40, 60, 66</p>
<p>Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p>	<p>24, 35, 39</p>
<p>Students whose first language is not English make use of their first language to develop competency in the English language and to develop understanding of content across the curriculum.</p>	<p>15, 40, 46</p>
<p>Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.</p>	<p>40, 42, 49, 54, 64, 65</p>
<p>Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).</p>	<p>29, 32, 37, 41, 47, 48, 59, 72</p>

SKILLS CHECKLIST

✓	SKILL	PAGE
	Can recognise and use phonetic symbols	10
	Can recognise and use sight vocabulary	11, 12, 13, 14
	Can use picture clues	15
	Can use context clues	16, 17
	Can define and use words by classification or function	18, 19, 20, 21, 22
	Can use precise words	23, 24
	Can understand multiple meanings of a given word	25, 26
	Recognises and can use synonyms, antonyms and homonyms	27
	Recognises and can use synonyms	28
	Can recognise and use antonyms	29
	Can recognise and use homophones	30
	Can recognise and use compound words	31, 32
	Can recognise and use content words	33, 34
	Can interpret and convey meaning of a variety of words	35
	Can make word associations	36, 37, 38, 39
	Demonstrate vocabulary extension	40, 41, 42, 43, 44
	Demonstrate word sensitivity	46, 47, 48
	Can form sensory impressions	49
	Can inherit figurative and idiomatic expressions	50
	Can interpret and convey sensations and moods suggested by words	51, 52, 53, 54
	Can recognise word relationships	55, 56, 57
	Can recognise and use descriptive words	58, 59, 60
	Can use descriptive words and phrases	61, 62, 63
	Can use more colorful words and phrases	64, 65, 66
	Demonstrates word knowledge, application and appreciation	67, 68, 72, 73
	Can identify who, what, when, where, why and how	69
	Can write a memo	70

Dictionary Town



Find each of the words on the signs in the Dictionary Town in your dictionary.

Some signs have two words. You should find 14 words in all.

On the lines below, write the words and their phonetic spellings as shown in the dictionary in parentheses beside each word. Example: street (strit)

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |